

# **Hoosier Assurance Plan Instrument – Children and Adolescents**

**(HAPI-C)**

## **DOCUMENTATION PAGES**

**Prepared by  
Kathryn Vanderwater-Piercy, M.A.  
Senior Associate  
Professional Development Associates  
630 North Senate Avenue  
Indianapolis, IN 46202  
317 951-1425  
pdakvp@msn.com**

## **DEVELOPMENT OF THIS DOCUMENTATION FORM**

This documentation form was developed by Kathryn Vanderwater-Piercy, M.A. with full cooperation from Indiana's Division of Mental Health and Addiction. It was developed due to the fact that many agencies have tried to simplify documentation in ways that typically miss the mark on some level and do not decrease the time required for documentation. This documentation form was developed from the HAPI-C scoring instructions in order to standardize "simplification." In order to effectively utilize this documentation form the clinician must still understand the original scoring instructions and still use them for reference. This format was designed to save time for the clinician by organizing the information needed for documentation, and providing scoring criteria, so that the clinician need only "fill in the blank." It is important to note that this documentation form is ***OPTIONAL***.

## **INSTRUCTIONS**

For each item on the HAPI-C with a score of "5" or below use the corresponding documentation page for your written documentation. Simply fill in the box above the scores (if one is provided) and then fill in ALL of the requested information for the ONE score you have chosen. If you find you are having trouble completing the information requested, you may have chosen the incorrect score or are missing information.

## **AVOID THESE COMMON MISTAKES!**

The HAPI-C measures a child/adolescent's functioning (role performance) level. In some cases the item looks at a symptom and asks how that symptom alone affects the child/adolescent's functioning (as in the case of Item 1- Distress). These items contain a box above the scores for a description of those symptoms. In other cases the item asks about functioning directly (as in the case of Item 9-Problem-Solving). There is not a box for a description of symptoms. Instead, each score requires an example of the child/adolescent's functioning in that area.

### **REMEMBER:**

1. Functioning refers to role performance (not bodily functioning)
2. On scores of "4" or "3", support is DIRECT. Care provided by a therapist or physician is not considered direct.
3. Just because a child/adolescent "accepts" help does not automatically make him/her a score of "2." ALL criteria for any score must be met in order to support that score.

### Item 1: Child or Caregiver's Rating of Symptom Distress

Symptoms of distress include:

**Score 5:** To prevent noticeable impairment to role performance the child/adolescent exerts consistent vigilance and effort to deal with the distress (describe)

**Score 4:** Impairment to role performance is controlled only with extra effort (describe)

And support from others (describe who and type of support)

**Score 3:** Role performance is impaired (describe)

And support from others is welcomed (describe who and type of support)

And seen as necessary to perform day-to-day functions (describe)

**Score 2:** Symptoms overwhelm the child/adolescent to the point that role performance is completely impaired (describe)

And the child/adolescent will accept assistance from others (describe who and type of assistance)

**Score 1:** Symptoms overwhelm the child/adolescent to the point that role performance is completely impaired (describe)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

## Item 2: Anxiety-Worrying

Symptoms of anxiety include:

**Score 5:** To prevent noticeable impairment to role performance the child/adolescent exerts consistent vigilance and effort to deal with the anxiety (describe)

**Score 4:** Impairment to role performance is controlled only with extra effort (describe)

And support from others (describe who and type of support)

**Score 3:** Role performance is impaired (describe)

And support from others is welcomed (describe who and type of support)

And seen as necessary to perform day-to-day functions (describe)

**Score 2:** Symptoms overwhelm the child/adolescent to the point that role performance is completely impaired (describe)

And the child/adolescent will accept assistance from others (describe who and type of assistance)

**Score 1:** Symptoms overwhelm the child/adolescent to the point that role performance is completely impaired (describe)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

### Item 3: Depression-Sad, Blue

Symptoms of depression include:

**Score 5:** To prevent noticeable impairment to role performance the child/adolescent exerts consistent vigilance and effort to deal with the depression (describe)

**Score 4:** Impairment to role performance is controlled only with extra effort (describe)

And support from others (describe who and type of support)

**Score 3:** Role performance is impaired (describe)

And support from others is welcomed (describe who and type of support)

And seen as necessary to perform day-to-day functions (describe)

**Score 2:** Symptoms overwhelm the child/adolescent to the point that role performance is completely impaired (describe)

And the child/adolescent will accept assistance from others (describe who and type of assistance)

**Score 1:** Symptoms overwhelm the child/adolescent to the point that role performance is completely impaired (describe)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

#### Item 4: Suicidal Thoughts/Actions &/or Self-Injurious Behavior

Describe suicide attempts, suicidal thoughts, or self-injurious behaviors:

**Score 5:** To prevent noticeable impairment to role performance the child/adolescent exerts consistent vigilance and effort to deal with the suicide attempts, suicidal thoughts, or self-injurious behaviors (describe)

**Score 4:** Impairment to role performance is controlled only with extra effort (describe)

And support from others (describe who and type of support)

**Score 3:** Role performance is impaired (describe)

And support from others is welcomed (describe who and type of support)

And seen as necessary to perform day-to-day functions (describe)

**Score 2:** Suicide attempts, suicidal thoughts, or self-injurious behaviors overwhelm the child/adolescent to the point that role performance is completely impaired (describe)

And the child/adolescent will accept assistance from others (describe who and type of assistance)

**Score 1:** Suicide attempts, suicidal thoughts, or self-injurious behaviors overwhelm the child/adolescent to the point that role performance is completely impaired (describe)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

### Item 5: Abuse

Evidence of abuse includes:

**Score 5:** To prevent noticeable impairment to role performance the child/adolescent exerts consistent vigilance and effort to deal with the abuse (describe)

**Score 4:** Impairment to role performance is moderated only with extra effort (describe)

And support from others (describe who and type of support)

**Score 3:** Role performance is impaired (describe)

And support from others is welcomed (describe who and type of support)

And seen as necessary to perform day-to-day functions (describe)

**Score 2:** The abuse overwhelms the child/adolescent to the point that role performance is completely impaired (describe)

And the child/adolescent will accept assistance from others (describe who and type of assistance)

**Score 1:** The abuse overwhelms the child/adolescent to the point that role performance is completely impaired (describe)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

## Item 6: Neglect

Evidence of neglect includes:

**Score 5:** To prevent noticeable impairment to role performance the child/adolescent exerts consistent vigilance and effort to deal with the neglect (describe)

**Score 4:** Impairment to role performance is moderated only with extra effort (describe)

And support from others (describe who and type of support)

**Score 3:** Role performance is impaired (describe)

And support from others is welcomed (describe who and type of support)

And seen as necessary to perform day-to-day functions (describe)

**Score 2:** The neglect overwhelms the child/adolescent to the point that role performance is completely impaired (describe)

And the child/adolescent will accept assistance from others (describe who and type of assistance)

**Score 1:** The neglect overwhelms the child/adolescent to the point that role performance is completely impaired (describe)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)



### Item 7: Child's Health/Physical Status

Physical symptoms include:

**Score 5:** Impact on functioning is controlled with consistent vigilance and effort to function in an appropriate manner (describe)

**Score 4:** Difficulty in performing activities is controlled only with extra effort (describe)

And the child/adolescent will seek support from others (describe who and type of support)

**Score 3:** Difficulty in performing activities would lead to negative consequences without help from others (describe)

And support from others is welcomed (describe who and type of support)

And seen as necessary to perform these activities (describe)

**Score 2:** Performing activities is beyond the child/adolescent's capability (describe)

And the child/adolescent will accept assistance from others (describe who and type of assistance)

**Score 1:** Performing activities is beyond the child/adolescent's capability (describe)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

### Item 8: Time-Task Orientation &/or Completing Assigned Tasks

Thinking/remembering or starting/finishing a task is impaired *outside of school* (describe)

**Score 5:** Impairment to activities is controlled with consistent vigilance and effort (describe)

**Score 4:** Impairment to activities is controlled only with extra effort (describe)

And the child/adolescent will seek support from others (describe who and type of support)

**Score 3:** Difficulty with activities is at a level that would lead to negative consequences without direct help from others (describe)

And support from others is welcomed and seen as necessary (describe who and type of support)

**Score 2:** Ability to compensate for difficulties in thinking/remembering or starting/finishing a task appears to be beyond the child/adolescent's capability (describe)

And the child/adolescent will permit others to supervise his/her activities (describe who and type of supervision)

**Score 1:** Ability to compensate for difficulties in thinking/remembering or starting/finishing a task appears to be beyond the child/adolescent's capability (describe)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

### Item 9: Problem Solving

**Score 5:** Problem solving is accomplished with consistent vigilance and effort by the child/adolescent (describe and provide an example)

**Score 4:** Problem solving is accomplished with consistent vigilance and effort by the child/adolescent (describe and provide an example)

And the child will seek support from others (describe who and type of support)

**Score 3:** Difficulty with problem solving is at a level that would lead to negative consequences without direct help from others (describe and provide an example)

And support from others is welcomed and seen as necessary by the child/adolescent (describe who and type of support)

**Score 2:** Problem solving appears to be beyond the child/adolescent's capability (describe and provide an example)

And the child/adolescent will permit others to supervise his/her activities very closely (describe who and type of supervision)

**Score 1:** Problem solving appears to be beyond the child/adolescent's capability (describe and provide an example)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

### Item 10: Parental/Caregiver Support of Child's Growth

**Score 5:** Parental/Caregiver support of the child/adolescent's growth is accomplished with consistent vigilance and effort by the parent or caregiver (describe and provide an example)

**Score 4:** Parental/Caregiver support of the child/adolescent's growth is accomplished with consistent vigilance and effort by the parent or caregiver (describe and provide an example)

And the parent or caregiver will seek support from others (describe who and type of support)

**Score 3:** The parent's or caregiver's inability to support the child/adolescent's growth is at a level that would inhibit the child's growth without direct help from others (describe and provide an example)

And support from others is welcomed and seen as necessary in order to moderate the potential negative impact on growth (describe who and type of support)

**Score 2:** The parent's or caregiver's inability to support the child/adolescent's growth appears to be beyond their control (describe and provide an example)

And the parent or caretaker will permit others to supervise his/her activities very closely (describe who and type of supervision)

**Score 1:** The parent's or caregiver's inability to support the child/adolescent's growth appears to be beyond their control (describe and provide an example)

And the parent or caregiver is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

### Item 11: Parental/Caregiver Sharing of Time/Resources & Interacting with Affection & Care

**Score 5:** Parental/caregiver sharing of time/resources & interacting with affection & care is accomplished with consistent vigilance and effort by the parent or caregiver (describe and provide an example)

**Score 4:** Parental/caregiver sharing of time/resources & interacting with affection & care is accomplished with consistent vigilance and effort by the parent or caregiver (describe and provide an example)

And the parent or caregiver will seek support from others (describe who and type of support)

**Score 3:** The parent's or caregiver's inability to share time/resources or interact with affection and care is at a level that would inhibit the child/adolescent's growth without direct help from others (describe and provide an example)

And support from others is welcomed and seen as necessary in order to moderate the potential negative impact on growth (describe who and type of support)

**Score 2:** The parent's or caregiver's inability to share time/resources or interact with affection and care appears to be beyond their control (describe and provide an example)

And the parent or caretaker will permit others to supervise his/her activities very closely (describe who and type of supervision)

**Score 1:** The parent's or caregiver's inability to share time/resources or interact with affection and care appears to be beyond their control (describe and provide an example)

And the parent or caregiver is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

## Item 12: Effects of Child's Behavior on Family and Family Interactions

**Score 5:** The parent or caregiver exerts consistent vigilance and effort to prevent the child/adolescent's behavior from having a negative impact on interactions and relationships among members of the household (describe and provide an example)

**Score 4:** The parent or caregiver exerts extra effort to prevent the child/adolescent's behavior from having a negative impact on interactions and relationships among members of the household (describe and provide an example)

And the parent or caregiver will seek support from others (describe who and type of support)

**Score 3:** The impact of the child's behavior on interactions and relationships among members of the household is such that negative interactions occur with some frequency (describe and provide an example)

And support from others is welcomed and seen as necessary in order to moderate further negative impact on family relationships (describe who and type of support)

**Score 2:** The parent or caregiver is unable to control the negative impact of the child/adolescent's behavior on interactions and relationships among members of the household (describe and provide an example)

And the parent or caretaker will permit others to supervise his/her activities very closely (describe who and type of supervision)

**Score 1:** The parent or caregiver is unable to control the negative impact of the child/adolescent's behavior on interactions and relationships among members of the household (describe and provide an example)

And the parent or caregiver is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

### Item 13: School Support

Special services for this child/adolescent include (or should include):

**Score 5:** Without these special services the child/adolescent will manifest mild difficulty in at least one major school area (state school area)

**Score 4:** Without these special services the child/adolescent will manifest moderate difficulty in at least one major school area (state school area)

**Score 3:** Without these special services the child/adolescent will manifest moderate difficulty in more than one major school area (state school areas)

**Score 2:** Without these special services the child/adolescent will manifest severe difficulty in at least one major school area (state school area)

Such that complete failure appears to be imminent without these special services (describe)

**Score 1:** Without these special services the child/adolescent will manifest severe difficulty in more than one major school area (state school areas)

Such that complete failure appears to be imminent without these special services (describe)

### Item 14: School Achievement

**Score 5:** Meeting academic expectations is accomplished with consistent vigilance and effort by the child/adolescent (describe and provide an example)

**Score 4:** Meeting academic expectations is accomplished with consistent vigilance and effort by the child/adolescent (describe and provide an example)

And the child/adolescent will seek support from others (describe who and type of support)

**Score 3:** Difficulty with academic achievement is at a level that would lead to negative consequences without direct help from others (describe and provide an example)

And support from others is welcomed and seen as necessary by the child/adolescent (describe who and type of support)

**Score 2:** Ability to meet academic expectations appears to be beyond the child/adolescent's capability (describe and provide an example)

And the child/adolescent will permit others to supervise his/her activities very closely (describe who and type of supervision)

**Score 1:** Ability to meet academic expectations appears to be beyond the child/adolescent's capability (describe and provide an example)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)



### Item 15: Interactions with Classmates & Peers

**Score 5:** Acceptable interactions with classmates and peers are accomplished with consistent vigilance and effort by the child/adolescent (describe and provide an example)

**Score 4:** Acceptable interactions with classmates and peers are accomplished with consistent vigilance and effort by the child/adolescent (describe and provide an example)

And the child will seek support from others (describe who and type of support)

**Score 3:** Difficulty with interactions with classmates and peers is at a level that would lead to negative consequences without direct help from others (describe and provide an example)

And support from others is welcomed and seen as necessary by the child/adolescent (describe who and type of support)

**Score 2:** Ability to interact appropriately with classmates and peers appears to be beyond the child/adolescent's capability (describe and provide an example)

And the child/adolescent will permit others to supervise his/her interactions very closely (describe who and type of supervision)

**Score 1:** Ability to interact appropriately with classmates and peers appears to be beyond the child/adolescent's capability (describe and provide an example)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

### Item 16: Interactions with Teachers & Administrators

**Score 5:** Acceptable interactions with teachers & administrators are accomplished with consistent vigilance and effort by the child/adolescent (describe and provide an example)

**Score 4:** Acceptable interactions with teachers & administrators are accomplished with consistent vigilance and effort by the child/adolescent (describe and provide an example)

And the child/adolescent will seek support from others (describe who and type of support)

**Score 3:** Difficulty with interactions with teachers & administrators is at a level that would lead to negative consequences without direct help from others (describe and provide an example)

And support from others is welcomed and seen as necessary by the child/adolescent (describe who and type of support)

**Score 2:** Ability to interact appropriately with teachers & administrators appears to be beyond the child/adolescent's capability (describe and provide an example)

And the child/adolescent will permit others to supervise his/her interactions very closely (describe who and type of supervision)

**Score 1:** Ability to interact appropriately with teachers & administrators appears to be beyond the child/adolescent's capability (describe and provide an example)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

### Item 17: Negative Peer Influence

**Score 5:** The child/adolescent is able to avoid following the inappropriate or dangerous lead of peers with consistent vigilance and effort (describe and provide an example)

**Score 4:** The child/adolescent is able to avoid following the inappropriate or dangerous lead of peers with extra effort (describe and provide an example)

And support from others (describe who and type of support)

**Score 3:** The child/adolescent's susceptibility to following the inappropriate or dangerous lead of peers is at a level that would lead to negative consequences without direct help from others (describe and provide an example)

And support from others is welcomed (describe who and type of support)

And seen as necessary to avoid following the inappropriate or dangerous lead of peers (describe)

**Score 2:** Avoiding the inappropriate or dangerous lead of peers is beyond the capability of the child/adolescent (describe and provide an example)

And the child/adolescent will permit others to direct his/her activities very closely (describe who and type of direction)

**Score 1:** Avoiding the inappropriate or dangerous lead of peers is beyond the capability of the child/adolescent (describe and provide an example)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

### Item 18: Disruptive & Inappropriate Behavior

Behaviors that “bother” others include:

**Score 5:** The child/adolescent can control impulses to engage in these behaviors with consistent vigilance and effort (describe)

**Score 4:** Child/adolescent can control impulses to engage in these behaviors with extra effort (describe)

And support from others (describe who and type of support)

**Score 3:** Difficulty in controlling impulses to engage in these behaviors is at a level that would lead to negative consequences without direct help from others (describe)

And support from others is welcomed (describe who and type of support)

And seen as necessary to perform day-to-day functions (describe)

**Score 2:** Controlling impulses to engage in these behaviors is beyond the capability of the child/adolescent (describe)

And the child/adolescent will permit others to direct his/her activities very closely (describe who and type of direction)

**Score 1:** Controlling impulses to engage in these behaviors is beyond the capability of the child/adolescent (describe)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

### Item 19: Risk or Criminal Behavior

**Score 5:** The child/adolescent is able to avoid risk-taking or criminal behaviors with consistent vigilance and effort (describe and provide an example)

**Score 4:** The child/adolescent is able to avoid risk-taking or criminal behaviors with extra effort (describe and provide an example)

And support from others (describe who and type of support)

**Score 3:** The child/adolescent's difficulty in avoiding risk-taking or criminal behaviors is at a level that would lead to negative consequences without direct help from others (describe and provide an example)

And support from others is welcomed (describe who and type of support)

And seen as necessary to avoid these behaviors (describe)

**Score 2:** Avoiding risk-taking or criminal behaviors is beyond the capability of the child/adolescent (describe and provide an example)

And the child/adolescent will permit others to direct his/her activities very closely (describe who and type of direction)

**Score 1:** Avoiding risk-taking or criminal behaviors is beyond the capability of the child/adolescent (describe and provide an example)

And the child/adolescent is indifferent to or uncooperative with assistance from others (describe who and type of assistance that was refused)

## Item 20: Substance Abuse-Alcohol/Drug Use Last 30 Days

**Score 5:** The child/adolescent uses alcohol/drugs but avoids inappropriate use and related problems (describe)

**Score 4:** The child/adolescent uses alcohol/drugs with evidence of immediate or recurrent social, occupational, psychological or physical problems (describe)

And the child/adolescent recognizes his/her use is problematic and is able to control use with considerable effort (describe)

And support from others (describe who and type of support)

**Score 3:** The child/adolescent uses alcohol/drugs with evidence of immediate or recurrent social, occupational, psychological or physical problems (describe)

And the child/adolescent recognizes his/her use is problematic and is able to control use with constant effort (describe)

And ready access to support from others (describe who and type of support)

**Score 2:** The child/adolescent uses alcohol/drugs with evidence of immediate or recurrent social, occupational, psychological or physical problems PLUS evidence of greater amounts/duration than intended (describe)

And the child/adolescent spends much time obtaining or using alcohol/drugs; or current intoxication/withdrawal interfering with activities; or continued use despite knowledge of alcohol/drug related problems; or marked tolerance; or withdrawal symptoms; or use to avoid withdrawal symptoms (underline areas and describe)

And the child/adolescent recognizes he/she has a problem and will accept help (describe who and type of help)

**Score 1:** The child/adolescent uses alcohol/drugs with evidence of immediate or recurrent social, occupational, psychological or physical problems PLUS evidence of greater amounts/duration than intended (describe)

And the child/adolescent spends much time obtaining or using alcohol/drugs or current intoxication/withdrawal interfering with activities; or continued use despite knowledge of alcohol related problems; or marked tolerance; or withdrawal symptoms; or use to avoid withdrawal symptoms (underline areas and describe)

And the child/adolescent does not appear to recognize the seriousness of the problem and will resist assistance from others (describe who and type of assistance that was refused)

## Item 21: Substance Abuse- Alcohol/Drug Use Last 2 – 12 Months

**Score 5:** The child/adolescent uses alcohol/drugs but avoids inappropriate use and related problems (describe)

**Score 4:** The child/adolescent uses alcohol/drugs with evidence of immediate or recurrent social, occupational, psychological or physical problems (describe)

And the child/adolescent recognizes his/her use is problematic and is able to control use with considerable effort (describe)

And support from others (describe who and type of support)

**Score 3:** The child/adolescent uses alcohol/drugs with evidence of immediate or recurrent social, occupational, psychological or physical problems (describe)

And the child/adolescent recognizes his/her use is problematic and is able to control use with constant effort (describe)

And ready access to support from others (describe who and type of support)

**Score 2:** The child/adolescent uses alcohol/drugs with evidence of immediate or recurrent social, occupational, psychological or physical problems PLUS evidence of greater amounts/duration than intended (describe)

And the child/adolescent spends much time obtaining or using alcohol/drugs; or current intoxication/withdrawal interfering with activities; or continued use despite knowledge of alcohol/drug related problems; or marked tolerance; or withdrawal symptoms; or use to avoid withdrawal symptoms (underline areas and describe)

And the child/adolescent recognizes he/she has a problem and will accept help (describe who and type of help)

**Score 1:** The child/adolescent uses alcohol/drugs with evidence of immediate or recurrent social, occupational, psychological or physical problems PLUS evidence of greater amounts/duration than intended (describe)

And the child/adolescent spends much time obtaining or using alcohol/drugs or current intoxication/withdrawal interfering with activities; or continued use despite knowledge of alcohol related problems; or marked tolerance; or withdrawal symptoms; or use to avoid withdrawal symptoms (underline areas and describe)

And the child/adolescent does not appear to recognize the seriousness of the problem and will resist assistance from others (describe who and type of assistance that was refused)

**Item 22: Substance Abuse- Alcohol/Drug Use Over Lifetime (exclude past year)**

**Score 5:** The child/adolescent uses alcohol/drugs but avoids inappropriate use and related problems (describe)

**Score 4:** The child/adolescent uses alcohol/drugs with evidence of immediate or recurrent social, occupational, psychological or physical problems (describe)

And the child/adolescent recognizes his/her use is problematic and is able to control use with considerable effort (describe)

And support from others (describe who and type of support)

**Score 3:** The child/adolescent uses alcohol/drugs with evidence of immediate or recurrent social, occupational, psychological or physical problems (describe)

And the child/adolescent recognizes his/her use is problematic and is able to control use with constant effort (describe)

And ready access to support from others (describe who and type of support)

**Score 2:** The child/adolescent uses alcohol/drugs with evidence of immediate or recurrent social, occupational, psychological or physical problems PLUS evidence of greater amounts/duration than intended (describe)

And the child/adolescent spends much time obtaining or using alcohol/drugs; or current intoxication/withdrawal interfering with activities; or continued use despite knowledge of alcohol/drug related problems; or marked tolerance; or withdrawal symptoms; or use to avoid withdrawal symptoms (underline areas and describe)

And the child/adolescent recognizes he/she has a problem and will accept help (describe who and type of help)

**Score 1:** The child/adolescent uses alcohol/drugs with evidence of immediate or recurrent social, occupational, psychological or physical problems PLUS evidence of greater amounts/duration than intended (describe)

And the child/adolescent spends much time obtaining or using alcohol/drugs or current intoxication/withdrawal interfering with activities; or continued use despite knowledge of alcohol related problems; or marked tolerance; or withdrawal symptoms; or use to avoid withdrawal symptoms (underline areas and describe)

And the child/adolescent does not appear to recognize the seriousness of the problem and will resist assistance from others (describe who and type of assistance that was refused)



### Item 23: Tobacco Use

**Score 5:** The child/adolescent uses tobacco but avoids inappropriate use and related problems (describe)

**Score 4:** The child/adolescent uses tobacco with evidence of immediate or recurrent social, occupational, psychological or physical problems (describe)

And the child/adolescent recognizes his/her use is problematic and is able to control use with considerable effort (describe)

And support from others (describe who and type of support)

**Score 3:** The child/adolescent uses tobacco with evidence of immediate or recurrent social, occupational, psychological or physical problems (describe)

And the child/adolescent recognizes his/her use is problematic and is able to control use with constant effort (describe)

And ready access to support from others (describe who and type of support)

**Score 2:** The child/adolescent uses tobacco with evidence of immediate or recurrent social, occupational, psychological or physical problems PLUS evidence of greater amounts/duration than intended (describe)

And the child/adolescent spends much time obtaining or using tobacco; or withdrawal interfering with activities; or continued use despite knowledge of tobacco related problems; or marked tolerance; or withdrawal symptoms; or use to avoid withdrawal symptoms (underline areas and describe)

And the child/adolescent recognizes he/she has a problem and will accept help (describe who and type of help)

**Score 1:** The child/adolescent uses tobacco with evidence of immediate/recurrent social, occupational, psychological or physical problems PLUS evidence of greater amounts/duration than intended (describe)

And the child/adolescent spends much time obtaining or using tobacco; or withdrawal interfering with activities; or continued use despite knowledge of tobacco related problems; or marked tolerance; or use to avoid withdrawal symptoms (underline areas and describe)

And the child/adolescent does not appear to recognize the seriousness of the problem and will resist assistance from others (describe who and type of assistance that was refused)

## Item 24: Reliance on Mental Health Services

Our services for this child/adolescent/parent/caregiver include:

**Score 5:** Without services the child/adolescent will manifest mild difficulty in at least one major life area (state life area)

**Score 4:** Without services the child/adolescent will manifest difficulty in at least one major life area (state life area)

And the difficulty is noticeable to self or others (describe who will notice and how)

**Score 3:** Without services the child/adolescent will manifest difficulty in more than one major life area (state life areas)

And definite negative consequences include:

**Score 2:** Without services the child/adolescent will manifest difficulty in at least one major life area (state life area)

And danger to self or others includes:

**Score 1:** Without services the child/adolescent will manifest difficulty in multiple life areas (state life areas)

And danger to self or others includes: